

SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE



Education and Culture



Training for EVS Trainers from EECA Region

15-23 September 2007, Simeiz – Crimea, Ukraine

Report

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Introduction from SALTO EECA Resource Centre

SALTO Eastern Europe and Caucasus (EECA) Resource Centre was created in Poland by the European Commission in October 2003. The SALTO EECA Resource Centre provides **S**upport for **A**dvanced **L**earning and **T**raining **O**pportunities for young people, youth workers, youth organisations interested in development of co-operation between Programme countries of the Youth in Action (YiA) Programme and Eastern Europe and Caucasus region (Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russia and Ukraine).

Since the very beginning SALTO EECA works at increasing the quality of one of the most important pillars of Youth in Action Programme - the European Voluntary Service (EVS) projects, especially taking place in EECA region. The first years of SALTO EECA brought several contact making seminars and training courses focused on the EVS projects management and development, like TC "EVS4U" in 2004, three CMS "Yth2" in 2005 and 2006 as well as TC/CMS "EastWestEVS" and TC/SV "Train to EVS" in 2006. Those events were crucial to establish the partnerships between organisations, future EVS projects' partners and to deepen their basic understanding of the European Voluntary Service. Training course allowed participants to understand the most essential elements of EVS, like the volunteer self-development and learning, support for the hosting organisation, impact on the local communities both in the hosting country and back in homeland as well as need for constant training. The EVS project cycle consist of four trainings and meetings, that support a volunteer in own learning process throughout a project:

- pre-departure training
- on-arrival training
- mid-term training/meeting
- evaluation meeting

All four elements of the EVS Training cycle are very important for the well-being of volunteer abroad as well as overall success of a project. Within the 31 Programme Countries of Youth in Action Programme (27 European Union countries, Countries of European Free Trade Association which are members of the European Economic Area: Iceland, Norway and Liechtenstein and a candidate country: Turkey) the National Agencies are in charge of the EVS Training cycle and therefore the support provided for volunteers is secured. Due to lack of National Agencies in Eastern Europe and Caucasus region, partner organisations that implements EVS projects are responsible for the EVS Training cycle. Because of a huge variety of the region and youth work experience in EECA countries, EVS trainings self-organised by organisations differs very much and sometimes doesn't meet the minimum standards set by the European Commission in 2004.

SALTO EECA Resource Centre decided to support EECA organisations in EVS trainings cycle and provide the necessary knowledge, skills and attitudes to those

trainers who might be able to conduct the EVS trainings on a professional level. There were many reasons for SALTO EECA involvement into the EVS Training cycle in EECA region. Among them three presented below.

First of all SALTO EECA would like to secure the necessary level of quality of EVS Trainings. There should be a clear distinction, especially between the on-arrival training, with own objectives and minimum standards and local induction or introduction into organisation. In EECA region very often the both elements of EVS project are mixed up. Sometimes the on-arrival training is only a local induction from hosting organisation, and therefore doesn't provide the necessary learning support for volunteer and understanding on rights and responsibilities of all EVS actors.

Moreover, when on-arrival or mid-term training is organised by the host organisation, it is very difficult for volunteer to be able to see own development from the perspective. All relations, friendships or conflicts from daily work could become a part of the training and doesn't allow volunteer to have own space for self-reflection and evaluation.

Secondly SALTO EECA would like to make sure that volunteers hosted in EECA countries have possibility to meet and create contacts, own networks. In the region without formal structures supporting EVS volunteers (like National Agencies etc.) it is extremely important that volunteers from different organisations get together and become a support for each other. This is not only a basic minimum standard of EVS Trainings but also the fundamental tool for risk prevention and crisis management. Because of individual approach and lack of institutional support in EECA region, most of the EVS Trainings unfortunately don't meet this essential need. The necessity for common/joint EVS Trainings in EECA countries became a hot topic.

Finally, not all EECA organisations, that host EVS volunteers have enough human resources to provide the trainings. Lack of skills and even more important attitudes towards very specific learning event, as EVS training is, creates big gap in the learning process for volunteers. Huge cultural differences among some of Programme and Eastern European & Caucasian countries brings a strong need for common/joint volunteers' training, run by the trainers proficient in European Voluntary Service, to support young people in the cultural shock they might have. Unprofessional EVS Trainings may harm volunteers and create more difficulties than resolutions.

Because of the above mentioned reasons, SALTO EECA decided to focus primary on the support for the EECA hosting EVS projects, therefore on the on-arrival and mid-term trainings for volunteers from Programme Countries coming to Eastern Europe and Caucasus.

In August 2006 SALTO EECA organised a first Training of EVS Trainers from Eastern Europe and Caucasus. In the time of Programme shift ("Youth" transformed into "Youth in Action") the Resource Centre wanted to launch an experimental phase of EVS Training support. The first training for trainers took place in Poland and gathered dozens of youth workers from EECA interested in EVS Trainings. The aim of these meetings was to raise the quality of the EVS Trainings and create the organisational setting for future common/joint EVS Trainings. During the next 12 months some of the participants got involved into the EVS Trainings support and organised the first common/joint EVS Trainings in Eastern Europe and Caucasus, especially in Ukraine and Georgia. Those examples showed clearly at least two main points in future cooperation:

- trainers organising common/joint EVS trainings should be the ones who have outstanding EVS project experience in the country as well as professional skills and attitudes to run such events;
- the most difficult part of the common/joint training is its organisational preparation, which includes a lot of communication and explanations to make the event transparent both in quality level and in finances;

The experimental phase confirmed the reality of many EVS hosting projects and most of the reasons why SALTO EECA got involved into the EVS Trainings cycle in Eastern Europe & Caucasus. Especially the preparations for those common/joint EVS trainings that took place, showed the huge need to organise such events on a regular basis.

In September 2007 SALTO EECA Resource Centre decided to organise a group of trainers from Eastern Europe & Caucasus, already experienced in EVS, to support the EVS Training cycle on a deeper level and with stronger impact. Between 15th and 23rd of September almost twenty trainers met in Simeiz, Ukraine for a high quality level Training of EVS Trainers. The objectives of the Training were as follows:

- Deepening the knowledge about the European Voluntary Service (EVS);
- Experience exchange in organising and providing EVS trainings, especially on-arrival, but also pre-departure, mid-term and evaluation meetings (the EVS training cycle);
- **Development of skills, competencies and attitudes in providing EVS trainings;**
- Development / Reconstruction of group of EVS Trainers in EECA region;
- Improvement of the EVS trainings system provided by SALTO Resource Centre in EECA Region;

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A FEW WORDS

Training for trainers is quite a specific one. To train people who train others is often tricky.

What are they supposed to learn? They are already trainers. Are there issues and topics, which could make sense to tackle? SALTO EECA thought so, and launched this TC...

We would like to point out that **EVS Trainings are special trainings....** EVS training is preparing, working, sharing and reflecting on the reality of EVS volunteers. Most of trainings work on topics that are useful in one's job, or in a specific situation. EVS training is **training for ones life.**

SALTO EECA and the training team knew from the outset that the group was very diverse in background and experience. We began at this starting point, with the question: How can we most efficiently support the process of sharing and learning? How can we get the most for and out of participants? How can we use the TC to reflect on attitudes and skills as well as knowledge?

Taking these questions into consideration, we began work on a special type of training....

Katy Harris and Leo Kaserer, October 2007

Working and sharing on knowledge, attitudes and skills...

In a short term training course with a long term perspective...

THE OVERALL APPROACH

The glasshouse approach....

... which means that during the training the whole delivery, methods, steps and exercises have been visible, transparent and comprehensible. The TC was aimed to be reported in details.

The learner centred approach....

... participants learned based on their needs, reflection and assessment from colleagues and trainers. Pick them up where they are - include the participants in as many ways as possible – use their prior knowledge and skills as a valuable resource; to learn and put new skills into practice.

The double role approach....

... on the one hand participants have been invited to be active learners. On the other hand they also had the responsibility to act as a trainer. First of all in a direct way by delivering sessions during the practical phase, but also by putting their contribution to the meta level (e.g. reflecting on their group dynamic and behaviour during the design of a training cycle).

METHODS

- Principle of non-formal education – active, participatory games, discussion groups, role play and similar.
- Not only well-know activities, but also space for innovation.
- A mixture involving scientific materials and information as well as simulation, adventurous games, workshops....
- Methods and ideas, which would be of use to participants in their own trainings. For all activities we explained in which part of their trainings these activities could fit.

STRUCTURE

- Introduction & group building exercises
- Revise knowledge on EVS
- Sharing/ reflecting about training in general
- Specifics of EVS training

- Practical phase and Feedback
- Future co-operation with SALTO EECA
- **Introduction & group building exercises**

This very traditional session allowed the group to get to know each other and build the team. We tried to use a range of games and exercises that could be appropriately used in EVS trainings, to give participants some ideas for resources. We included a session on 'active discovery' – the opportunity, early in the training course, for participants to go outside around the area surrounding the venue, with a small group of other participants, thereby getting to know each other and building team spirit at the same time as getting to know the area. This can be especially useful to EVS volunteers during an on-arrival training, who will be new to and unfamiliar with the culture in which the training is being held.

- **Revise knowledge on EVS**

After the Introduction sessions, we started to check participants' knowledge of EVS. We aimed to bring all participants to the same level of knowledge about EVS (technical, structural, and philosophical). An in-depth knowledge about EVS would appear fundamental to running EVS trainings. Work on knowledge about EVS seems to be one of the most straightforward parts of the training – the knowledge is specific and easy to digest. Participants also came with some existing knowledge and experience of the topic.

- **Sharing experiences and reflecting on training in general**

We started with in the very beginning and reflected on „HOW PEOPLE LEARN“ (using the SAVI model), which gave the participant the chance to reflect on their own learning styles, but also raised awareness of the different ways of learning that can be incorporated into training methods. Throughout the week we frequently heard participants refer to the learning styles mentioned in SAVI – somatic, auditory, visual, and intellectual.

We then proceeded to look at learning in the context of NON FORMAL education, the field of education promoted in EVS. We followed this by investigating the ROLE OF THE TRAINER – what is the difference between a trainer and a teacher? And what is your role when you are being a trainer? Why did you choose this work? These sessions allowed participants to reflect on their experience and their own behaviour when training.

Last but not least, we reflected on the ETHICAL TRAINER and the values that make a good trainer – flexibility, life-long learner, and able to keep a suitable balance between friendship and distance from participants. Some lengthy discussions ensued on which attitudes and values are essential to be a good trainer, and which are open to personal interpretation.

Prior to the mid-term evaluation of the course we carried out a session on giving and receiving FEEDBACK, an important point when asking group members to give

constructive feedback to each other. We focused on the need for feedback to be constructive, useful and non-judgemental.

- **The specifics of EVS training**

EVS TRAINING CYCLE

We investigated the 'EVS Training Cycle' of pre-departure, on-arrival, mid-term trainings and evaluation meetings, and looked in-depth at the content, design and methodology needed to run an on-arrival training course. The group collectively designed an on-arrival training course.

- **Practical phase and Feedback**

PRACTICAL PHASE: DESIGN, DELIVERY AND REFLECTION

Participants were divided into groups of 3-4 people, based mainly on nationality – in an aim to build stronger collaboration between the people living and working in each country. Each group chose a session from the on-arrival training design. The groups spent an afternoon together, collectively planning the training session. A whole day was devoted to delivering the training sessions: each group took 45 minutes to deliver their training session to the rest of the group, followed by half an hour of feedback from the whole group on the training session planned and on the delivery techniques.

During the evening participants were given the opportunity to discuss their training performance with the trainers individually, and receive additional feedback.

- **Future co-operation with SALTO EECA**

This session outlined the structure that SALTO EECA would like to develop to support common trainings in each country in the EECA region, and how participants could organise such training. It also covered practical matters such as finance, communication with host organisations, and communication with SALTO.



Timetable

Time	Sun 16/09	Mon 17/09	Tues 18/09
8.30 – 9.00 Breakfast			
Session 1 9.30 – 11.00	Welcome Introduction of team and participants, Aim and Objectives, Expectations Contribution of participants	How do people learn? Non-formal education	EVS Training is Special Who a trainer is not How to motivate & engage with volunteers
BREAK			
Session 2 11.30 – 13.00	Presentation of the programme Getting to know each other	What is training in the context of non formal education?	EVS training cycle
LUNCH 13.00 – 14.30			
Session 3 14.30 – 16.00	Check on EVS knowledge	Me as a trainer (self reflection)	Training Content: Pre-departure Training Mid Term Meeting Evaluation Meeting On arrival training Minimum Quality standards on EVS training
BREAK			
Session 4 16.30 – 18.00	Spirit & Philosophy of EVS <i>Finish at 17.00</i> Reflection Group	The "Ethical Trainer" Values and Attitudes	Reflection on previous trainings, 'trainings gallery'
REFLECTION GROUPS	17.00-17.30	18.00 – 18.30	18.00 – 18.30
DINNER	18.00 Active Discovery	19.00 – 20.00	19.00 – 20.00
Evening	Dinner in Restaurant	Games	Austrian film "

Time	Weds 19/09	Thurs 20/09	Friday 21/09	Saturday 22/09
8.30 – 9.00 Breakfast				
Session 1 9.30 – 11.00	Training tips	On-arrival Training Design Aims, Content and methods of on-arrival training	Practical 'laboratory' phase	Actors and Communication in organising EVS Training Courses
BREAK				
Session 2 11.30 – 13.00	Giving and Receiving Feedback <i>Mid-term evaluation of Training Course</i>	Presentation of practical tasks	Practical 'laboratory' phase	Financial issues of EVS Training Courses
LUNCH 13.00 – 14.30				
Session 3 14.30 – 16.00	FREE AFTERNOON	Planning of practical phase	Practical 'laboratory' phase	Follow-up of the training course
BREAK				
Session 4 16.30 – 18.00	FREE AFTERNOON	Planning of practical phase	Practical laboratory phase	Final Evaluations
REFLECTION GROUPS		18.00 – 18.30	18.00 – 18.30	Dinner 19.00
DINNER		19.00 – 20.00	19.00 – 20.00	
Evening			Individual feedback session	Farewell Party

SESSION RESULTS

and reports from participant workshops

AIMS AND OBJECTIVES OF PARTICIPANTS

What I want to learn

Experience of good practise
Knowledge, skills and tools
Professional development
How to work with young people with special needs
Improve my trainers' skills
Learn from more experienced people
Develop EVS training strategy for my country in cooperation with my colleagues
New friendships
Experience of others
The difference between preparing the project and preparing the volunteer
Intercultural learning elements of the training
How to work with host organisation and how to prepare host organisation
New tools & exercises
More knowledge about EVS
New ideas
How to make a training for 1 volunteer
How to connect experience of volunteers in pre-departure and on-arrival
Risk prevention
Improve quality
To get to know European training terminology
New methodologies for EVS training
How to be more professional
How to help the volunteers to feel more comfortable

What I don't want to happen

More misunderstandings over taxi fare
Gossip
To be bored
Misunderstandings between group members
To fall behind due to time keeping
Accidents
Showing off
Group division between people who knew each other before and 'new' people
Bad weather – inside and outside
Not to work as hard as I can

Separate work of each trainer
Not reminding of the actors and training elements
Break-times too short
Long presentations and conversations
Feeling to waste time
Repetition of what I already know
Sleepy non-active participants
Lazy participants
Disrespect to other participants or to trainers
Lack of follow up after the training

What I want to feel

Positive atmosphere
Feeling comfortable (as now)
Spirit of Crimea
Attractiveness of my experience for other participants
To understand and be understood
Easy learning
Good team
Enjoy being near the sea
Friends atmosphere
Open and positive cooperation
Get a suntan on the free day
Trust and support from others
To feel that I'm able to make a good trainer

What I want to contribute

Experience of conflict management
Active participation
Sharing my experience
Sharing my skills and knowledge
To be a friend to the others
My smile
Good mood
Energy
Ideas for EVS trainings
Experience of working with young people
Info about my country
Experience of training

AGREEMENT MADE BY PARTICIPANTS ON HOW THE GROUP WILL BEHAVE DURING TRAINING

- Respecting each other
- Time keeping
- Fresh things
- Team spirit
- Active participation
- "Easy" English
- Good organisation of rest and free – time (balance)
- Healthy evaluation of self-resources
- Motivation to learn
- To be ready to share (food, drinks, experience and knowledge)
- Positive thinking and thinking outside the "box"
- Avoid the "evaluative" attitude
- Starting and finishing in time but not stopping the process
- To give feedback in time and to the point
- To respect (each other, all time, in all situations and roles)
- To be actively interactive
- To give possibility to others to learn and to be active
- To listen and to be listened
- Time management (0:00)
- Mobile phones on silent mode
- Language environment is not a barrier for us
- To be diplomatic for each other
- To be open-minded
- If you don't like something make a suggestion how to improve situation

THE SAVI APPROACH TO LEARNING – HOW WE SHOULD ADAPT OUR WORKSHOPS

VISUAL LEARNING

(learning by observing and picturing)

- To fix main info on the flipchart and put them on the wall (using different colour markers)
- Using PowerPoint Presentation, pictures, diagrams, schemes
- To make good handouts with schemes
- Use films and videos, posters
- Observation
- Use symbols

AUDITORY LEARNING

(learning by talking and hearing)

- Using music during exercises
- Changing voice tempo, tonality to attract attention
- Singing, telling poems
- Reading out loud what is written on the flipchart
- Work in pairs, telling stories (small groups)
- "Peace" ceremony
- Oral presentations
- Definitions-making
- Reflection part of exercises

SOMATIC LEARNING

(learning by moving and doing)

- Energisers
- Cooperation games
- Group building exercises
- Trust-building games
- Mime / image theatre (for "actors")
- Art methods (paints, plasticine, etc)

INTELLECTUAL LEARNING

(learning by problem solving and reflection)

- Solving problems
- Analyzing experiences
- Doing strategic planning
- Generating creative ideas
- Formulating questions
- Creating mental models
- Applying new ideas to the job
- Creating personal meaning

THE "ETHICAL TRAINER"

- Trainer should be sensitive to needs of participants
- Uses methods/topics suitable for skills of participants
- Self reflective and self critical
- Supportive and attentive to needs of other trainers
- Keep a balance between proximity and distance
- Shares knowledge and skills

- Creates a supportive learning environment
- Should be a lifelong learner
- Respect opinion of every participant
- Should be an example of behaviour
- Sensitive to cultural/topic/situation
- Not a superman/woman
- Leave own bad emotions out of the training
- Come with open mind about participants (but also be informed about participants)

ACTIVE LEARNING

On average people remember:

- 20% of what they read
- 30% of what they hear
- 40% of what they see
- 50 % of what they say
- 60 % of what they do
- 90% of what they see, hear, say and do

Source: C. Rose and M.J. Nicholl "Accelerated Learning for the 21st Century"

EVS TRAINING IS SPECIAL

Group Dynamics: How would you deal with the following volunteers in your group? Ideas from pax...

The Complaining Volunteer

A volunteer who spends the whole time telling everyone that their placement is totally not as they expected. The city they are living in is not the kind of place they want to live in, and they want to change placement immediately or they will leave and go home next week.

Needs: Volunteers needs attention from others, needs to be more responsible.

- ✓ Ask volunteer to help with something at the training (simple logistic things) so that s/he takes some responsibility.
- ✓ Use city discovery as a tool, so that volunteer discovers more about city in interactive way.

- ✓ Organize sharing among volunteers, so that person sees – other people are positive about the project, city.
- ✓ Try to make volunteer think In a different way – not to expect that someone must give something to volunteer, not to blame others but to be responsible for his/her learning process, to take challenges otherwise s/he will not learn. Try to help volunteer – what can I change in my project myself, how can I improve my project.
- ✓ To have a talk with sending organization.

Homesick Volunteer

Volunteer who has homesickness, crying, don't want to go out, always stays in their room during the free time.

- ✓ To talk personally that it's ok that he/she feel this. To motivate him/her to active participation in outside activities.
- ✓ Not to pay a lot of attention to his emotions during the groups.
- ✓ Give him/her opportunity to active participation, involve (to help him change emotions, not to think about home, etc.).

This is not relevant!

A volunteer who says the training is not relevant and resists to be there, they are getting on fine in the placement and just want to get on with their work. They feel they are already experts about the country and do not want to listen

- ✓ Know something about participants/volunteer before (level of knowledge, experience, skills).
- ✓ Explain what is EVS on – arrival training (why, what learning point).
- ✓ Show the value of participation.
- ✓ Use this participant experience as much as possible.
- ✓ Ask about the needs and interests in the beginning.
- ✓ Use new tools, methods.

No English

A volunteer who is quiet and appears shy – until you realise that they are not saying anything because they speak almost no English and are understanding almost nothing of the training.

- ✓ Needs: Understanding of language, leading to adaptation problem.
- ✓ How to include?: Show that the language is not a barrier, maybe with trainer's own example or past example. Encourage to learn the language and recommend the same to the host organization. Find a native speaker translation for the volunteer or find a common language to speak.
- ✓ What methods to use?: Use some methods that are more visual and somatic. Focus less on reading, writing and hearing.

Quiet and Shy

A volunteers who is quiet and shy; they seem content and when asked a question will answer but otherwise are silent, not participating not talking to other group members.

- ✓ To involve him (her) in some role plays, sketches, simulations and so on.
- ✓ To organise work, discussion in pairs.
- ✓ If the question is very important and it is principal to hear everybody's opinion, to ask all the participants give some comments on the question.



THE EVS TRAINING CYCLE

Aims and objectives of EVS training cycle:

- To create the most comfortable and useful conditions for the volunteers for successful project.
- Get volunteer aware of EVS philosophy.
- Provide info about EVS project cycle and quality standards.
- To develop skills and competences.
- Provide and support volunteer in EVS learning process and self reflection throughout the project.
- Provide learning.
- See the results of the project.

PRE – DEPARTURE TRAINING

(3 days, from 3 – 14 participants)

Time:

Some weeks before volunteer leaves the home country.

Objectives

- a. Participants are ready to go into another country and open for new experience (and how to manage culture shock, conflict management)
- b. Participants understand the role of the volunteer and philosophy of voluntary service
- c. Participants understand general aims and objectives of Youth in Action Programme and motivation (follow up)
- d. Volunteer knows responsibilities and rights of all actors of EVS Project
- e. Technical info (insurance, visa issue)

Structure

Day 1	c + b (teambuilding exercises, subgroups, ice breakers)
Day 2	a (role plays and case studies)
Day 3	d + e (subgroups)

ON – ARRIVAL

(7 days, 3 – 14 participants)

Time:

Between 2-8 week of voluntary service.

Objectives:

- a. Hosting country culture (presentation + integration)
- b. Clarification and practicalities of EVS
- c. Philosophy of EVS
- d. Give tools to volunteers (conflict resolution Intercultural learning, crisis management, project planning)
- e. Task division
- f. Networking of EVS volunteers

Structure:

Day 1	Getting to know each other Group building
Day 2	Volunteering Expectations EVS philosophy
Day 3	Practicalities of EVS Weekend + vacation tips + planning Task division
Day 4	Hosting organisation presentation Project implementation
Day 5	Project planning
Day 6	ICL
Day 7	Crisis management Risk prevention

MID TERM MEETING

(min. 3 days, several participants)

Time:

In the middle of project, which last at least 4 months.

Objectives:

- a. To evaluate the project
- b. To review the volunteers expectations and personal objectives
- c. To share volunteers experiences
- d. Plans for the future (till the end and after the project)
- e. To provide necessary skills and knowledge
- f. To learn more about the country and culture



Methodology:

- a. Field – visits / discovery
- b. Evaluation forms / formal / non-formal
- c. Workshops on special skills, knowledge (for. Ex. Youth in Action, YouthPass)
- d. Future capital – Follow Up plan
- e. "Me and my EVS" (before, now, after)

Structure:

Day 1	Getting to know each other Evaluation Getting to know the place
Day 2	Workshop Evaluation
Day 3	Follow Up Evaluation

FINAL EVALUATION MEETING

(2 days, several participants)

Time:

During first month of being back home.

Objectives:

- a. To evaluate project process and results
- b. To analyse mistakes and successes
- c. To draw recommendation for send / host organisation

Structure:

Day 1	Short teambuilding Cross cultural experiences Presentation of projects and results
Day 2	Discussion on problems and solutions Discussion on suggestions to send / host organisation

OPEN SPACE 'TRAININGS FAIR': REPORTS ON PREVIOUS EVS TRAINING EXPERIENCE

Georgi Kakulia, Georgia

On-arrival training

There were 6 volunteers present. The training was out of the city, in a village (for tourists) and lasted for 3 days. It was in winter on Christmas time.

The main topics were:

Day 1:

- team discovery (getting to know each other);
- fears and expectations.

Day 2:

- The definition of the word "volunteers", the meaning, his role;
- Rights and responsibilities of sending and hosting organization, and volunteer.

Day 3:

- The main facts of the history of Georgia and Azerbaijan;
- ICL (Abegalle game), cultural differences, cultural shock

- Conflict management
- What they expect from EVS:
 - Personal;
 - Professional + Letter to myself

Trainers didn't meet any difficulties because the volunteers were good and active.

Taguhi Chalumyan, Armenia

Pre-departure training

Training took place out of the Yerevan in a village. It was for 1 volunteer and lasted 3 days.

Topics covered:

Day 1:

- Rights and responsibilities;
- Expectation and fears, reason of fear;
- Practical things (visa);
- About the project (if there are some problems, why and how to change the project)

Day 2:

- Conflict management;
- ICL and cultural shock (the trainer gave volunteers opportunity to meet volunteers from Armenia who showed knowledge about the country); For ICL trainer used "Iceberg method"
- Money management (washing, cleaning, etc.);
- Meeting with psychologist who gave some recommendations how to work with children from orphanage;

Natalia Nikitina, Russia

Talked about many issues. Better have one good training than some but not qualitative. Ideal trainer is not connected with host organization.

On-arrival training

When: 2 – 3 weeks after arrival

Duration: 7 – 8 days (1 of the days –all to cultural issues; excursion to some national places).

Working hours: 6 – 7 per day

Mid-term meeting

Duration: 2 days, out of the city;

No special structure, talking in non – formal way only 2 – 3 hours / day

Watching movie "The Barber of Siberia" (as an example of Russian characters).

Making suggestions for weekends (interesting places to see in Russia).

Role of the trainer: joking but also strict sometimes.

Difficulties: if volunteers have negative attitude from the beginning.

Good arrival - volunteers are motivated to receive and contribute as much as possible

Pavel Kovshel, Belarus

Mid-term meeting for EVS volunteers where Pavel was participant.

4 EVS volunteers; out of the city, 3 days.

Structure of the training

- expectations of the volunteers vs. their experience;
- what can / should be changed;
- problems faced;
- evaluation of the experience;
- writing formal reports.

Highlights

- less "paperwork" than usually;
- meeting again other EVS volunteers;
- easy learning process;
- sharing experiences with other volunteers.

Olena Jaremko, Ukraine

Anna Yeghoyan - reporter

1. What kind of trainings

The presentation was about the system of coordination of EVS trainings on national level, EVS in Ukraine, work with the hosting sending organizations and volunteers, EVS projects.

2. Basic info

During first year there are two on-arrival and 2 mid-term trainings with 6 – 8 participants. The venue depends on participants, trying to make them diverse, a good place for group building, nice place with good conditions (volunteers might live in not very good ones). Each training (on-arrival and mid-term) lasts 3 days.

3. Information about the system, some highlights

- ✓ Use the free time as a learning process;
- ✓ Not having the feeling of training, at the same time cover everything planned;
- ✓ Find out a lot about the group and each participants;
- ✓ Difficulty with the mid-term training was that everyone wanted to relax and see each other and didn't want to work (tip: make the atmosphere more personal, relaxed);
- ✓ Value the free time, take it not as wasted time;
- ✓ Invite ex-EVS volunteers;
- ✓ The role of the trainer was also that of organiser of EVS training. Demanded long-term work with all actors of the EVS project, including assistance in development of EVS projects in the host placements.

Haykuhi Margaryan, Armenia

Natasha Podkovyrova – reporter

Pre-departure training

- Training was organized for one volunteer who is disable person. The EVS project took place in Lithuania, in orphanage for Russian and Polish children.
- Length of the training was 3 days. It took place out of the city.

First day was devoted to discussing expectations and fears of the volunteer, as well as reasons for them. The volunteer also received information about visa and travel details. The trainer and the volunteer also talked about sending organization and about the hosting project.

On the second day the topics were: Conflict resolution, Relationship with roommates, Intercultural communication, Cultural shock. On this day also meeting with Lithuanian EVS volunteers was organised.

On the third day there was a discussion about living alone, independently (such things like money management, washing clothes, preparing food etc.). A session with psychologist was the final one.

The volunteer was very well prepared for coming to new conditions. His expectation fit the reality. The most difficult part of the training was ICL and cultural shock.

Asif Ismayilov

Tea Bulia – reporter

On-arrival training

It lasted 6 days, with 6 – 8 participants: EVS volunteers, mentors, member of host organization.

Mid-term meeting

It was 3 days, with 4 – 5 participants: EVS volunteers, mentors, member of host organization

Structure of training:

- Getting to know each other
- Introduction of mentors
- Introduction of host organization
- Information about host country
- Information about project
- Information about EVS
- Active discovery
- Conflict resolution
- Risk prevention
- Expectations
- Fun moments: to share memories from previous EVS projects

Learning outcomes:

- Integration with local community and local society
- To get an information about host country

Trainer learning outcomes:

- My role as a trainer
- Organising logistical staff
- Working groups, role plays



DESIGN AN ON-ARRIVAL TRAINING PROGRAMME

GROUP A

Day 1	Day 2	Day 3	Day 4
Welcome and getting to know each other (why I'm here, presentation of the projects)	YiA focus on EVS EVS philosophy	Rights and responsibilities + actors + structures	Specific of the culture + legal issues
Intro of the TC logistic Expectations and fears of the pax	Intercultural activity and Iceberg theory	Problem solving + conflict management	
Teambuilding	Culture shock and stress management	Technical info about EVS	My expectations from the project (focused on the future) + Final Evaluation
Active discovery	FUN + nice things about hosting country culture	City tour + dinner out	
Welcome party in traditional way	Film about country, etc.		

GROUP B

Day 1	Day 2	Day 3	Day 4
Getting to know each other Presentation of the program	ICL	EVS Philosophy Roles Technicalities	EVS learning objectives (personal & professional)
OAT aim and objectives Expectations	HOST COUNTRY Impressions Shock Info about country & culture	EVS rights & responsibilities	Youth in Action & YouthPass
Why EVS and why here?		Conflict management	EVS support structure & system (including SALTO) Building Network of
Group building and active discovery	Share our projects Reflection on my EVS experience (dream & reality, what I like / dislike)	Crisis management & risk prevention	
Dinner in restaurant	Meeting with ex-EVS volunteer, disco evening.	Games evening	

THE PRACTICAL PHASE: PLANNED AND DELIVERED BY PARTICIPANTS

Session Planning

Title: Culture shock		Timing: 45 minutes
Aim and learning elements: <u>Aim:</u> To help pax recognise and cope with culture shock <u>Learning elements:</u> What is culture shock? How I experienced it? How to cope with culture shock?		
Methodology step by step:	<ol style="list-style-type: none"> 1. Energiser – greetings of different cultures. 2. Self-reflection on personally experienced culture shock. 3. Sharing with those experiences in small groups and presenting results in the form of sketches (performances). 4. Theoretical input and highlighting learning points (+ giving handouts). 5. Summing up. 	
Instructions to Participants:	<ol style="list-style-type: none"> 1. Give pax cards with different greetings, let them greet each other according to the ways given in the cards. 2. Invite pax to sit in the circle, close eyes, listen to music and think on their first "culture shock" (not using the "culture shock" words describing it). 3. Ask pax to split into groups ("candy colour"), give 15 minutes to discuss their experience with "culture shock" (not using words again), prepare 2 min sketch to present in the plenary. 	

Debriefing questions:

1. What was going on / what did you see?
2. How did you feel about same and different greetings?
3. How did you feel about when you remembered your first experience in the new country? How was it to share it with others?
4. Was it possible to avoid that experience? How?

Materials:

Candies of 3 colours
CD with soft music and computer
Poster on culture adjustment
Paper robe
Markers for pax

Hand outs:

"Culture shock" handout (what it is?, stages, how to deal with it?)

Session Planning

Title: EVS as a learning service		Timing: 45 min
Aim and learning elements: Aim: 1) To make intro of EVS philosophy 2) Participants realize EVS as a learning opportunity Main aspects of EVS philosophy, learning through new experience, ways of learning in usual life and in EVS		
Methodology step by step:	1/ Energizer "Rain" 2/ Intro of the session 3/ Blind exercise- as a link to learning theme 4/ Debrief 5/ Brainstorm of ways of learning in real life 6/ Link from real life to EVS 7/ EVS as Learning process + learning scheme 7/ Motivation for getting as much as they can from the EVS	

Instructions to Participants:	<p>Blind exercise</p> <p>We would like to invite you to walk around this wonderful area. Please, take the invitation card for this walk. To make your walk more cosy let's compose pairs accordance colour of your invitation, so, for example we will have a violet pair, the red pair etc. Could you please get up and stay close to your pair. And now please make the Line of pairs.</p> <p>Each of pairs will get the blinder, and the blinder will turn one of you into temporary blind person. Decide, please, who will be the blind one and close his or her eyes by the blinder. But, the other person from this moment with close eyes to and cannot speak.</p> <p>Person with open eyes please help your partner following my movements and acts the same way I do. Person with open eyes be sure that the walk is safe for you pair. After the process partner changes their roles and do the same.</p> <p>Brain storm: Please think about the ways of learning we have in our usual life. Now you can tell your ideas and we will write them down, down hesitate to say wrong things because noone of learning way can be wrong. Just tell your ideas and we will fix them, if you'll have questions or comments about ideas later you'll have a chance to do it.</p> <p>After the brain storm clarifying and we tell participants about the EVS as learning opportunity. Present the scheme. And remind that EVS gives a big opportunity for learning, Not for dividing things to bed and good.</p>
<p>Debriefing questions: Blind exercise: What do you feel now? How did you feel when you were blind? What did you discover while you were walking? How did you discover it? And what about your real life, how do you usual discover and learn smth new?</p>	
<p>Materials: Flip-chart with EVS philosophy scheme Blinders (1 for each pair) Flower, water, salt and sugar, silk and cotton, two barriers, plaits Flip-charts for brain storm Markers Paper with Learning EVS Process</p>	

Session Planning

Title: ICL	Timing: 45 minutes
Aim and learning elements: To raise awareness about different cultures among volunteers. To make volunteers to understand what is culture and its specifics (background is not always evident).	
Methodology step by step:	Method: participants get 2 suggestions: "What you should do in your culture to be respected / judged?" (5 min max) After participants are ready they are asked to show their answer non-verbally. They get 1 minute to show and rest of them should guess. After all presentations get questions for analysis. After summarising the analysis trainers come to presentation of "Iceberg" model of culture.
Instructions to Participants:	Please think of 2 suggestions, find answers, write them down or remember them. Do not show it to anybody. Now please try to show your answers / situations non-verbally and others have to guess what was it.
Debriefing questions: 1. Was it difficult to find answers? Why? 2. What surprised you most? Why? 3. Did you noticed any similarities? What kind? Why there are similarities? 4. What should we take into account while staying in different culture?	
Materials: 3 flipchart pages: 1 – to fix answers, 2 – questions, 3 – "Iceberg" model; 4 sheets of paper A4 with debriefing questions; Post-its	

Session Planning

Title: Rights and responsibilities of main actors in EVS project	Timing: 45 minutes
Aim and learning elements: Aim: to introduce official documents of European Commission about minimum quality standards in EVS project to EVS volunteers <ol style="list-style-type: none"> 1. Volunteers aware about rights and responsibilities of main actors of EVS project and financial issues. 2. Developed group working, expression personal opinion. 3. Sharing of knowledge. 	
Methodology step by step:	<ol style="list-style-type: none"> 1. Introduction of session objectives. 2. Dividing in 3 small groups (4 – 5 participants in each group). 3. Giving clear instruction. 4. Working in groups (main part). 5. Summary.
Instructions to Participants:	
Debriefing questions: <ol style="list-style-type: none"> 1. How did you feel during the exercise? 2. How was the process? 3. What did you like most? 4. What you didn't like 5. How useful was this information for you? 	

Materials:

Colour papers

A4 papers

Flipcharts

Markers

Presents (sweats and etc.)

Hand outs: Rights and responsibilities of volunteer, host organisation, send organisation, mentors (printed materials)

Session outlines of "Training for EVS Trainers from EECA Region"

Title: Welcome and introductions		Timing: 90 min	
Aim and learning elements:			
<ul style="list-style-type: none"> - Official welcome and opening of programme - Introduction of team and participants, <ul style="list-style-type: none"> - Clarification of Aim and Objectives, - Discussion on Expectations of participants 			
Methodology step by step:	<ol style="list-style-type: none"> 1. Official welcome & presentation of aims and objectives of SALTO (SALTO), 2. Brief introductions by participants, in a circle (name, country) 3. Introduction of trainers (including background information) 4. 1 Name Game 5. Individually on post-its: what you want to learn; what you want to contribute; what you don't want to happen, what I would like to feel 		
Instructions to Participants:	<ol style="list-style-type: none"> 1. SALTO to give welcome to the TC (20 mins) 2. Stand in a circle and one by one say your name and where you are from (5 mins) 3. Trainers introduce themselves and their backgrounds (5 minutes) 4. Name game: participants to stand in a circle and make a 'sign' when they say their name; other participants have to repeat the name and 'sign' of all the participants who already performed – until last one who has to repeat everyone's. (20 mins) 5. 4 different colour post-its for different categories (YOUR AIMS/WHAT I WANT TO FEEL/WHAT I DON'T WANT TO HAPPEN/WHAT I WANT TO CONTRIBUTE.). Participants reflect individually on the above mentioned categories and then put these on the flipchart paper. Time for comments if people would like to tell the group their main points; discussion on role of participants in contributing to seminar. (40 mins) 		
Issues discussed: See 'results' section for results of workshops.			
Materials: post it notes in 4 colours			
Hand outs: none			
Day: 1	Part of day: 1	Session order number: 1	Person: Katy

Title: Presentation of programme & Getting to Know You		Timing: 90 min	
Aim and learning elements:			
<ul style="list-style-type: none"> - Clarification of contribution of participants - Getting to know you each other - Presentation of the programme, (40 mins) - Reflection Groups 			
Methodology step by step:	<ol style="list-style-type: none"> 1. Expectations and contribution of participants on post-its 2. Sharing 3. presentation of the programme, going day by day, each member of the team presents a day 4. Explanation about the meaning of reflection group, dividing. 		
Instructions to Participants:	<ol style="list-style-type: none"> 1. What you would like to contribute? What you would like that not is happening in the TC? What you would like to learn? What you would like to feel? Participants have been invited to use the coloured post-it (for each question different colour) to answer the question. 2. After 20 minutes of thinking and writing one by one was invited to post the papers on the flip charts and explain to the others. 		
Debriefing questions:			
Issues discussed:			
Materials:			
<ol style="list-style-type: none"> 1. Flip chart with the program 2. 4 flipcharts, markers, post-its 			
Hand outs:			
Day: 1	Part of day: 2	Session order number: 2	Person: Leo

Title: Check on EVS		Timing: 90 min	
Aim and learning elements: - To bring all participants to an adequate level of knowledge on EVS			
Methodology step by step:	1. Quiz about EVS 2. Verification of quiz: In a discussion questions by question starts to be verified. 3. After the verification participants are asked how much right answers (points) they have got. Starting with 40 -45. Then 45 – 50 etc. Verifying the answers.		
Instructions to Participants:	1. The participants are invited to take a pen and sit in pairs on the prepared tables. Each pair gets a quiz and participants are informed to have 25 minutes to answer the questions. 2. Participants are instructed to give the Quiz to the neighbours table. All participants are getting a coloured pen. For each right question the participants should give a point. 3. Summarise and verifying the answers.		
Debriefing questions: Using the Programme Guide to ensure right answers.			
Issues discussed:			
Materials: Quiz, pens			
Hand outs: quiz			
Day: 1	Part of day: 3	Session order number: 3	Person: Leo

Title: EVS Spirit and Philosophy		Timing: 60 min	
Aim and learning elements:			
<ul style="list-style-type: none"> - To clarify the main philosophies, 'spirit' and learning objectives of EVS - To reflect on this with respect to own experience 			
Methodology step by step:	<ol style="list-style-type: none"> 1. Reflect individually on 'highlights' (strongest learning experience) you have seen/observed/experienced in EVS (10 mins) 2. Share this information in pairs (5 mins) 3. Discuss in pairs – 4 main learning objectives in EVS (agree on 4) 4. Meet with another pair and agree on 4, then meet with another 4, and another 8, plenary (25 mins) 5. Summarising/feedback from trainers (10 mins) 		
Instructions to Participants:	<ol style="list-style-type: none"> 1. Participants to think individually of the moment they remember most which typifies the EVS learning experience – from their own experience or one they have observed. 2. Discuss this in pairs 3-5. Think of the four main 'objectives' of EVS (for whom is it and why?) – in pairs. Then each pair meet another pair and agree four common 'main aims' of EVS – then meet another four, then whole group. Finally the whole group should have a common '4 main aims/learning objectives of EVS' <p>Feedback from trainers on their impressions of the four main learning objectives of EVS.</p>		
Debriefing questions:			
Issues discussed: Learning outcomes of EVS: Intercultural learning, personal development, professional enrichment, building partnerships / working with communities.			
Materials: paper and pens			
Hand outs: none			
Day: 1	Part of day: 4	Session order number: 4	Person: Katy

Title: Active Discovery		Timing: 120 min.	
Aim and learning elements:			
<ul style="list-style-type: none"> - To get to know more about the surroundings and local area - Reflection on local and national typical things - Group work 			
Methodology step by step:	<ol style="list-style-type: none"> 1. divide participants in groups, allocating different tasks 2. tasks 3. meeting of the group 4. Group evaluation, reflection & feedback 		
Instructions to Participants:	<ol style="list-style-type: none"> 1. Dividing participants into 4 groups by giving them a name of an traveller 2. Task sheet 3. checking the time and that each group has a digital camera..... 4. Meeting point is the mentioned place in the task sheet at the asked time. 		
Debriefing questions:			
Issues discussed:			
Materials:			
<ul style="list-style-type: none"> • Task sheet • Digital camera • Paper, pen 			
Hand outs: Active Discovery Hand outs Gr. 1-4			
Day: 1	Part of day: evening	Session order number: 5	Person: Leo

Title: How do People Learn		Timing: 90 min	
Aim and learning elements:			
<ul style="list-style-type: none"> - To reflect on different learning styles - To understand the SAVI system of describing learning styles - To think up ways to engage with different learning styles in your workshops 			
Methodology step by step:	<ol style="list-style-type: none"> 1. Introduction to SAVI system (20 mins) 2. Divide into 4 groups, one for each style. Give info on learning style –ask group to list what should be included in workshops. (30 mins) 3. Give handout from book on what to include in workshops (5 mins) 4. Summary – putting together different groups (15 mins) 5. What percentage of things you learn will you remember – summary chart (20) mins_ 		
Instructions to Participants:	<ol style="list-style-type: none"> 1. Presentation on SAVI learning system 2. Participants to work in 4 groups, each group to be given one 'SAVI style' – they should list elements which should be included in workshops, to target this kind of learners. After planning – feedback from each group to plenary. Handouts for verification. 3. Presentation on combining the styles for an ideal training 4. Presentation and handout on 'percentages of what you remember' 		
Debriefing questions:			
Issues discussed: Learning styles, active learning, participatory methods.			
Materials: SAVI Handouts			
Hand outs: 1 for each learning style on SAVI – divided into 2 papers (with list of what should be included in workshops on a separate paper) Handout on 'percentages of what you learn you will remember'			
Day: 2	Part of day: 1	Session order number: 6	Person: Katy

Title: What is training in the context of non formal education?		Timing: 90 min	
Aim and learning elements:			
<ul style="list-style-type: none"> - Summarising main differences between formal, non-formal and informal education - Summarising main roles of a trainer in non-formal education 			
Methodology step by step:	<ol style="list-style-type: none"> 1. Table on formal, non-formal, informal education – participants fill the blanks. In groups. 2. Summary. 		
Instructions to Participants:	<ol style="list-style-type: none"> 1. Participants to be given a blank with many statements about formal, non-formal and informal education. 2. Participants to place each statement in the correct place, to create a complete table documenting the differences, purposes methods etc of the different types of education. 3. Plenary feedback. 		
Debriefing questions:			
Issues discussed: (to be filled out during the session)			
Materials:			
Hand outs: Table on formal, non-formal, informal education.			
Day: 2	Part of day: 2	Session order number: 7	Person: Leo

Title: Me as a Trainer		Timing: 45 min	
Aim and learning elements: - Reflection on own experience of training - Reflection on own motivation and values in training.			
Methodology step by step:	1. Trainers self reflection (tkit p17) filled in by pax. All questions on flipchart (also give questions on the paper). Pax can answer individually and then 2. Sharing in plenary.		
Instructions to Participants:	1. Trainer to take the self-reflection questions listed in the Tkit on p17 2. Coming back to plenary after 25 min., sharing.		
Debriefing questions:			
Issues discussed:			
Materials: Flipchart with questions.			
Hand outs: Paper about reflection on your previous training experience and questions on trainer and values.			
Day: 2	Part of day: 3	Session order number: 8	Person: Leo

Title: The Ethical Trainer: values and attitudes		Timing: 90 min	
Aim and learning elements: - to reflect on the values and attitudes necessary to be an 'ethical trainer' (based on T-kit on Training Essentials materials)			
Methodology step by step:	<ol style="list-style-type: none"> 1. Give to each pair of participants a couple of statements. 2. In pairs, participants think up and perform a sketch for the others. Others guess what it is about. 3. Trainers compile a list of the values on the flipchart. Plenary discussion. 		
Instructions to Participants:	<ol style="list-style-type: none"> 1. Form pairs. Here are some statements regarding values and attitudes of the 'ethical trainer'. Each pair should take a statement and perform a sketch (10 mins) 2. Each pair should take time to think up and practise the sketch (25 mins) 3. 5 minute performance of each sketch (50 mins) 4. Debrief, with pax adding other values they feel are important (5 mins) 		
Debriefing questions:			
Issues discussed: Which values/ethics are up to the trainer to decide, which should be 'universal'.			
Materials: Paper and pens, Props for sketches: string, a ball,			
Hand outs: Statements on the 'ethical trainer' cut into separate papers.			
Day: 2	Part of day: 4	Session order number: 9	Person: Katy

Title: EVS training is special		Timing: 90 min
Aim and learning elements:		
<ul style="list-style-type: none"> - Discussion why EVS training is a unique kind of training - Discuss group dynamics and how to motivate/support volunteers during the training. 		
Methodology step by step:	<ol style="list-style-type: none"> 1. Energizer/Discussion: what an EVS trainer is not? (not the boss; not a friend, not a mentor) 2. Is there a difference between training for EVS and other training e.g. council or Europe or in a seminar? Energiser/discussion 3. Group work on Group dynamics and motivating volunteers: who to watch out for and how to help them 	
Instructions to Participants:	<ol style="list-style-type: none"> 1. An EVS trainer is unique, having a role in supporting volunteers and helping them gain 'life skills'. Sometimes an EVS trainer can feel they need to be 'everything' to the volunteers in order to support them – but what is an EVS trainer not? Which role should they not take? Done as an energiser asking pax to move around the room depending on whether they agreed with the statements. See issues discussed below. 2. List these (above) on the flipchart. 3. Why is EVS Training different to other kinds of training e.g. council of Europe, CMS? (skills for life, not for a profession). Group discussion. (15 mins) 4. Hand out volunteers profiles to groups of participants and explain exercise – that profiles are of possible group members, and you have to say how to include them in the training and support them to learn from it – 5 mins 5. Discussion in groups – 20 mins 6. Plenary – feedback from each group – 25 mins 	
Debriefing questions:		
Issues discussed:		
<p>Energizer/Discussion: What an EVS volunteer is/is not? <i>Which are true and false in your opinion? Move to correct side of room accordingly.....</i></p> <ul style="list-style-type: none"> - Skill to communicate in other languages 		

<ul style="list-style-type: none"> - Mentor of volunteers - Knows about Youth in Action - Boss/supervisor of volunteers - Knows about specificity of hosting country - Is a close friend of the volunteers - Reports in detail about the volunteer to the hosting organisation. 			
Materials: flipchart, pens			
Hand outs: volunteers profiles			
Day: 3	Part of day: 1	Session order number: 10	Person: Katy

Title: EVS training cycle		Timing: 90 min	
Aim and learning elements:			
<ul style="list-style-type: none"> - To get an in depth overall picture of the EVS training cycle requirements - To improve group working skills 			
Methodology step by step:	<ol style="list-style-type: none"> 1. Give participants large paper (at least 4 flipcharts) and tell them as a whole group to organise themselves to draw a demonstration of the 'training cycle' including Objectives, framework, achievements 2. Verification and reflection on the content – BEFORE LUNCH 3. reflection on the group exercise – NOT TILL AFTER LUNCH (trainers: one to observe content, one to observe group dynamic) 		
Instructions to Participants:	<ol style="list-style-type: none"> 1. Give participants large paper (at least 4 flipcharts) and tell them as a whole group to organise themselves to draw a demonstration of the 'training cycle' including Objectives, framework, achievements 2. With the group starts the verification of the EVS training cycle elements. 3. After lunch starts a reflection of the group process/dynamic and the observing trainer 		
Materials: flipchart, pens			
Day: 3	Part of day: 2	Session order number: 11	Person: Leo

Title: Groupdynamics		Timing: 45 min	
Aim and learning elements:			
<ul style="list-style-type: none"> - Reflection of the morning group process - Understanding of different models of group dynamic 			
Methodology step by step:		<ol style="list-style-type: none"> 1. Reflection of the group process of the morning session on the EVS cycle 2. Presentation and discussion about the different group development schemes: Raol Schindler, B. W. Tuckmann, Kurt Lewins 	
Instructions to Participants:			
Debriefing questions:			
Issues discussed:			
Materials: flipchart, pens, projector			
Hand outs: group dynamic model B. W. Tuckmann			
Day: 3	Part of day: 3	Session order number: 12 (a)	Person: Leo

Title: Pre-departure, Mid term and evaluation meetings		Timing: 60 min	
Aim and learning elements:			
<ul style="list-style-type: none"> - to understand the main elements that should be included in the different EVS trainings - understanding of different possibilities for methodologies in non-formal education 			
Methodology step by step:	<ol style="list-style-type: none"> 1. Evaluate morning session of training cycle with regards content – comparing against minimum standards to understand content of all trainings (PD OAT MM EM) 1 hour 2. Brief discussion of the different methods that can be used. 		
Instructions to Participants:	<ol style="list-style-type: none"> 3. Hand out 'minimum requirements on EVS trainings' (5 mins) 4. In plenary, ask volunteers to reflect on what they wrote in the morning, referring now to minimum standards. Do this for each training. (40 mins) 5. Discussion in plenary of the different methods that might be used for EVS trainings, ie non-formal education (presentations, group work, role play, active discovery, games, individual reflection) (15 mins) 		
Debriefing questions:			
Issues discussed:			
Materials:			
Hand outs: Handout on minimum standards for EVS trainings.			
Day: 3	Part of day:	3	Session order number: 12 (b) Person: Katy

Title: Reflection on previous trainings: Open Space trainings fair		Timing: 120 min	
Aim and learning elements: - To reflect and share with group own experience of running EVS trainings (problems, highlights, difficulties)			
Methodology step by step:	<ol style="list-style-type: none"> 1. Participants with previous experience choose 1 most relevant training, and offer to present their experience to other participants and answer questions. 2. A selection of around 9 volunteers give a 20 minute presentation with questions and answers, done in an 'open space' format. 3. Other volunteers asked to choose which talks to listen to, and 1 per group given task of reporting back. 4. Questions and feedback 		
Instructions to Participants:	<ol style="list-style-type: none"> 1. 9 volunteers choose a training which you have done, if possible a training for EVS volunteers. Present your experience 2. Others to request information on: framework and basic info (target group, venue, length of training, elements of programme, number of participants) and also – highlights of the training, most difficult moments, most fun moments, problems arising, lessons learnt. <p>(3 x sessions of 25 minutes with 3 different presentations in small groups, in each session)</p>		
Debriefing questions:			
Issues discussed:			
Materials: Paper and pen			
Hand outs: none			
Day: 3	Part of day: 4	Session order number: 13	Person: Katy

Title: Training Tips		Timing: 90 min	
Aim and learning elements: - to consider the different factors needed to make a successful training - and consider ways to achieve this; - to create a 'training tips toolbox'			
Methodology step by step:	Give different categories (presentation, working environment and equipment, grouping of participants, time keeping, engaging learners, other) Ask pax in groups of 2-3 to give their 'training tips' for each category. Feedback in plenary.		
Instructions to Participants:	<ol style="list-style-type: none"> 1. Trainer prepare a flipchart for each category mentioned above and place on floor around the room. 2. Divide pax into groups of 2-3 3. Ask each small group to visit each flip chart (choosing time spend and speed of moving around themselves – doesn't matter if 2 groups are at 1 flipchart at the same time). 4. Groups write their tips on the flipchart ('tips' are small but important things that are extremely useful but sometimes we forget. We are NOT talking about concrete methods or workshop plans) 5. Each group take 1 flipchart paper at end and present to plenary, with discussion and comments from trainers. 6. Type up tips and give to pax as resource for practical session later in the TC. 		
Debriefing questions:			
Issues discussed:			
Materials: flipchart, pens			
Hand outs:			
Day: 4	Part of day: 1	Session order number: 14	Person: Leo

Title: Giving and receiving feedback		Timing: 45 min	
Aim and learning elements: - to be able to give and to receive feedback			
Methodology step by step:	<ol style="list-style-type: none"> 1. The sense to get feedback, <i>short introduction</i> 2. Explanation of the <i>Johari</i>-window 3. Defining feedback rules 4. Reflection on receiving feedback 		
Instructions to Participants:	<ol style="list-style-type: none"> 1. Question to the group... What is feedback? 2. How Joe Luft and Harry Ingham explain the possibilities of feedback. 3. Collection of what is feedback and necessary to take into consideration. 4. Verbal questionnaire about effect to participants in receiving feedback. 		
Debriefing questions:			
Issues discussed:			
Materials:			
Hand outs: Summarise of feedback "rules"			
Day: 4	Part of day: 2	Session order number: 15	Person: Leo

Title: mid term evaluation		Timing: min	
Aim and learning elements: To evaluate success of training so far and reactions of participants			
Methodology step by step:	Outside Statement exercise Space for comments		
Instructions to Participants:	1. Outside – using a set of steps, participants reply to a statement on how they feel, positive or negative, by climbing up or down the steps. Asked to remember the aims and objectives from first day. How many of them have been met? How have you felt? Have you been able to contribute something? How has the group atmosphere been?		
Debriefing questions:			
Issues discussed:			
Materials: flipchart and pen			
Hand outs: none			
Day: 4	Part of day: 3	Session order number: 16	Person: Katy

Title: Free afternoon		Timing: several hours	
Aim and learning elements: Relaxation, reflection, informal discussions, getting to know other participants.			
Methodology step by step:		To allow participants to rest and get to know the area in which the training takes place.	
Instructions to Participants:			
Debriefing questions:			
Outcomes: An organised trip for those interested to Vorontsov palace nearby. To Livadia palace, where the Yalta agreements were signed in 1945. To Yalta town.			
Materials:			
Hand outs:			
Day: 4	Part of day: afternoon	Session order number: 17	Person: Andriy

Title: On arrival training design		Timing: 90 min	
Aim and learning elements: <ul style="list-style-type: none"> - Learn about necessary elements in training design - Have the opportunity to take part in designing an on arrival training session - To get an in depth understanding of the necessary aims, contents for OAT - To get ideas for methods for OAT - To practice designing an OAT 			
Methodology step by step:		Present programme flow (Tkit). Discuss group dynamic. (15 mins) Divide group in 2, one group with each trainer. Using 'minimum training standards', make a list of the elements to be included in on-arrival training. Put into the timetable justifying place, in terms of programme flow. Discuss also methods	
Instructions to Participants:		<ol style="list-style-type: none"> 1. Presentation of programme flow by trainer. Discussion of group dynamics. 2. Divide group into 2, each group to work with one trainer. Using minimum training standards, each group make a list of the elements to be included in on-arrival training. 3. Which of these elements should come where in the time frame? Pls justify this in terms of the programme flow idea. 4. Discussion of suitable methods for each session. 	
Debriefing questions:			
Issues discussed:			
Materials:			
Hand outs: Programme flow diagram. Minimum standards of EVS training' document (participants already have it)			
Day: 5	Part of day: 1	Session order number: 18	Person: Leo

Title: Planning of practical phase		Timing: whole afternoon	
Aim and learning elements:			
<ul style="list-style-type: none"> - To plan the practical exercise which will follow. - To improve group working skills of participants 			
Methodology step by step:	<ol style="list-style-type: none"> 1. Each group takes 1 session from the training design completed earlier (chosen in plenary with trainers trying to make groups choose the most important sessions) 2. Each group is given a blank session outline 3. Group prepares session <p>Each group prepares session outline (if possible, on the computer). <i>Groups should work in national groups if possible (3-5 people)</i></p>		
Instructions to Participants:	<ol style="list-style-type: none"> 1. Form into groups of 3-5 people – if possible, working with people of the same nationality. 2. In the plenary – ask groups to volunteer to choose one session from the training design prepared earlier, highlighting the most important sessions they could choose. 3. After they have chosen a session, give out the blank session outline, and the handout about rules of the session 4. Groups to spend the afternoon preparing and practising the session for the next day - they should think concretely about: purpose, outputs, needs of participants, timing, venue, methods, handouts, materials. Practise in order to deliver to the group – training session should be 1 hour long 5. Groups to fill in the session outline (if possible, they should also fill it in for us, on the computer). 		
Debriefing questions:			
Issues discussed:			
Materials: Pens, paper, flipchart paper			
Hand outs: handout about rules of session, blank session plan			
Day: 5	Part of day: 2	Session order number: 19	Person: Katy

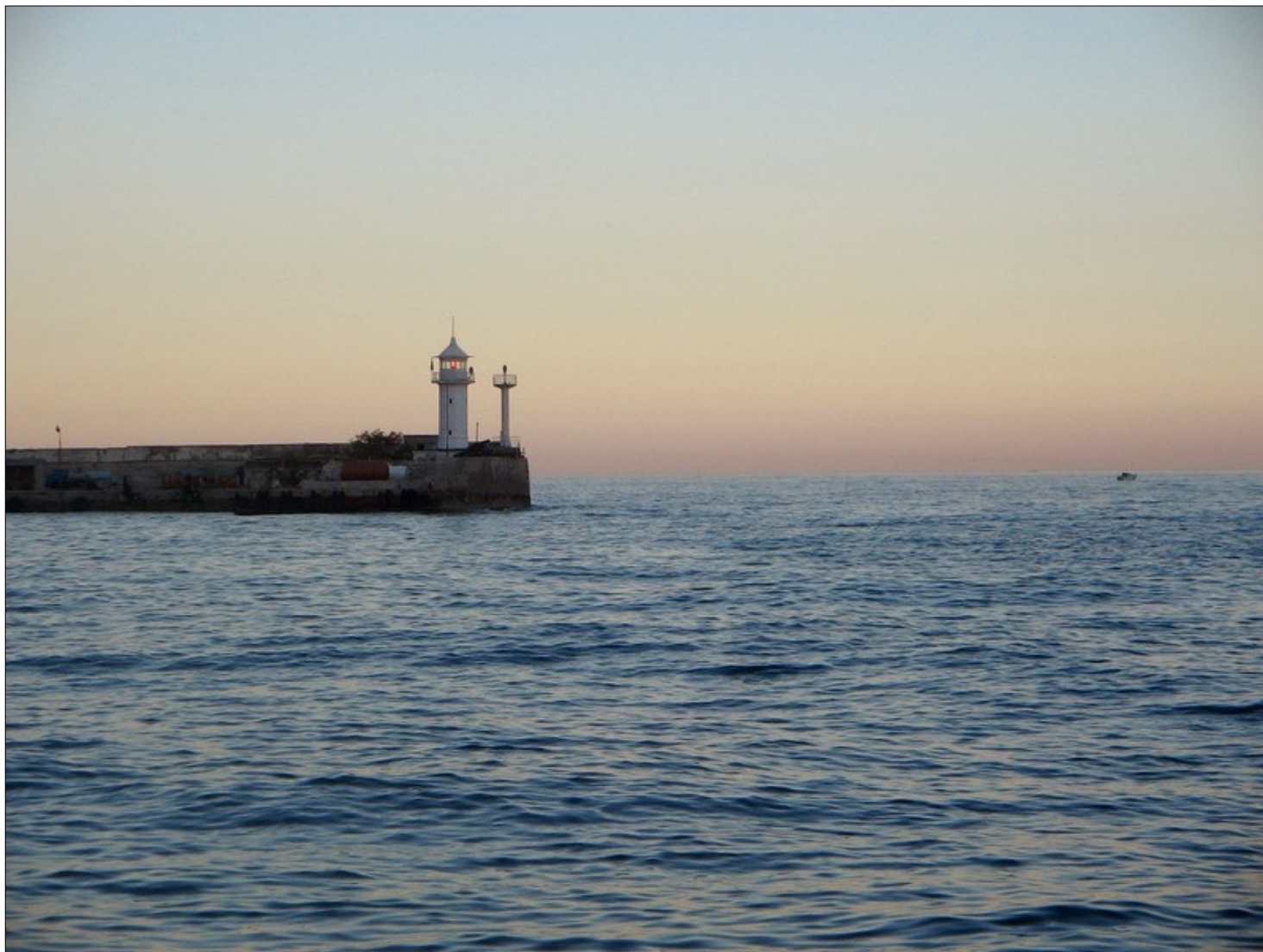
Title: Practical laboratory phase		Timing: all day	
Aim and learning elements:			
<ul style="list-style-type: none"> - to practice designing a session for an on arrival training - to practice delivery of a training session - to give and receive constructive feedback on your performance as a trainer 			
Methodology step by step:	<ul style="list-style-type: none"> - Taking turns, deliver the training session to the rest of the group. 1 hour delivery. Half hour feedback from group and trainers. - Each group to deliver a 45 minute long session plan, followed by half an hours feedback from the group and the trainers. 5 groups in total (maximum). - Time for individual feedback from the trainers in an informal evening session. 		
Instructions to Participants:	<ul style="list-style-type: none"> - Each group chose a slot (5 groups maximum, 45 minutes each followed by half an hour feedback.) - Each group deliver training with rest of group as participants. - Trainers to observe and make notes for feedback. 		
Debriefing questions:			
Issues discussed:			
Materials: to be prepared by group			
Hand outs: to be prepared by group			
Day: 6	Part of day: all	Session order number: 20	Person: Katy

Title: Actors & Communication in organising EVS TCs		Timing: 90 min	
Aim and learning elements:			
<ul style="list-style-type: none"> - to identify the most important actors in EVS trainings cycle in EECA proposed by SALTO EECA - to find common agreement and understanding on EVS trainings cycle in EECA - to discuss possible weakness and gaps in the EVS trainings cycle in EECA 			
Methodology step by step:	<ol style="list-style-type: none"> 1. Presentation of the "EVS trainings cycle in EECA" proposal 2. Sub-grouping into national teams and internal discussion on the proposal 3. Plenary discussion on the future perspectives of the proposal implementation 		
Instructions to Participants:	Please discuss in your National teams the "EVS trainings cycle in EECA" presented on the wall and come back for plenary discussion to share your concerns.		
Debriefing questions: What is necessary to modify in the EVS training cycle? Where are the strong and weak points?			
Issues discussed: Communication flow; Financial issues; Recognition and valorisation of the EVS trainers			
Materials:			
Hand outs: "EVS in EVS trainings cycle in EECA" handout			
Day: 7	Part of day: 1	Session order number: 21	Person: Tomasz

Title: Financial Issues of EVS TCs		Timing: 90 min	
Aim and learning elements: <ul style="list-style-type: none"> - to develop the example of the EVS OAT budget - to find common understanding on the standards of OAT logistics - to identify the average amounts to be spent on OATs, especially Trainer Fees - 			
Methodology step by step:		<ol style="list-style-type: none"> 1. Common draw of the example budget of EVS OAT 2. Plenary discussion on the financial issues (transfers, invoicing, book-keeping etc.) 	
Instructions to Participants:		Please, try to be practical and constructive, as realities of EECA countries varies very much	
Debriefing questions: How can we deal with different organisations concerning the payments for the OAT we organise?			
Issues discussed:			
Materials:			
Hand outs:			
Day: 7	Part of day: 2	Session order number: 22	Person: Tomasz

Title: Follow up of the Training Group		Timing: 90 min	
Aim and learning elements:			
<ul style="list-style-type: none"> - to find possible ways to make to future cooperation easier - to define areas of future developments 			
Methodology step by step:	<ol style="list-style-type: none"> 1. Sub-grouping and discussion how we can make our cooperation better 2. Plenary sharing the outcomes and discussing different proposals 		
Instructions to Participants:			
Debriefing questions:			
Issues discussed: Virtual Forum space for the trainers; The databases of EVS trainings; The national coordinators of the trainings			
Materials:			
Hand outs:			
Day: 7	Part of day: 3	Session order number: 23	Person: Tomasz

Title: Final Evaluation		Timing: 90 min	
Aim and learning elements:			
<ul style="list-style-type: none"> - emotional evaluation - verbal evaluation - written evaluation - ritual 			
Methodology step by step:	<ol style="list-style-type: none"> 1. Remembering the programme and activities 2. Written feedback 3. Ritual 4. Verbalizing thoughts and explained through a symbol. 		
Instructions to Participants:	<ol style="list-style-type: none"> 1. Relaxing position, closing eyes, listening to the verbal trip through the program 2. Questionnaire 3. Ritual 4. Searching for a symbol which describes the training for the participant. Sharing in a circle. 		
Debriefing questions:			
Issues discussed:			
Materials: print outs, music, program, symbols.			
Hand outs: Questionnaire			
Day: 7	Part of day: 4	Session order number: 24	Person: Leo



The evaluation

Fifteen participants evaluated the Training Course.

1. Was the Training Course (TC) held in an environment where you felt comfortable to learn?

YES - 15	PARTLY	NO
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Comments:

- Yes, the place was great. I enjoyed a lot the venue.
- Perfect!!! brilliant!!
- Nice place, wonderful view, fresh air, a lot of space, lightly room.
- Everything was perfect.
- I like the hotel and place. Very nice!
- The participants were very motivated, trainers and organisers supported this atmosphere.

2. Were you experiences in EVS and youth work taken into consideration in the Training Course?

YES - 10	PARTLY - 5	NO
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Comments:

- I think ...
- It was my own decision to be not so active.
- There were some opportunities to present and to know about each others experiences.
- There was a good balance of people experienced in EVS trainings and not very experienced.

3. Did you learn from other participants during the Training Course?

YES - 14	PARTLY - 1	NO
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Comments:

- I learned a lot, it was very good, interesting group for learning.
- Different approach to the same situations, sharing experience, a lot of fresh ideas.
- Not only using their knowledge but also observing their behaviour (do the same or not to do).
- I have a feeling that there were several experienced participants but they didn't have time to present everything.
- I learned lots of new energizers, approaches presented during the Open Space. We had an opportunity to ask each other in free time. And during the preparing a session.

4. Did the Training Course meet the aims and objectives set by organisers?

YES - 14	PARTLY	NO
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Comments:

- I think this was best TC organised by SALTO EECA since 2004.

5. Were there appropriate resources available to use and take away?

YES – 12	PARTLY - 2	NO
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Comments:

- Handouts and all kinds of materials were enough.
- Knowledge, handouts, energizers, new ideas.
- It would be nice to have all the materials and ideas worked out during the training.

6. Were you actively participating in the Training Course?

All the time - 6	Most of the time - 8	Some of the time - 1	Not at all
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Comments:

- Sometimes even too actively.
- The safety environment: participants, trainers help me lot. Maybe I was too active.
- I tried not to repeat what said the others. Sometimes it was more useful to listen then to say.
- Maybe on our session I was not very active – being afraid to be too active.
- Was following attentively.
- I tried to be active but sometimes I was too tired.
- Nevertheless sometimes I looked indifferent and was quiet I learned a lot. But still I feel that my contribution could be more.

7. Were the methods used appropriate to Training of EVS Trainers?

All the time - 9	Most of the time - 5	Some of the time - 1	Not at all
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Comments:

- The methods were diverse, demonstrative and effective. I only think that mid-term evaluation could be deeper and could give us more understanding and some practical tools how to run a mid-term training.

8. What was your knowledge to organise EVS training before TC? (1 – no knowledge, 6 – detailed knowledge)

No knowledge				Detailed knowledge	
1. – 2 pax	2. - 4	3. – 2	4. - 1	5. – 5	6. – 1 pax

Comments:

- Just in general: what is training, what kind of trainings exist, the most important parts of trainings.
- I only took part in on-arrival training and making pre-departure meetings with individuals.
- I knew theory but now I see everything more clearly.
- I provided "trainings" for 1 or 2 volunteers, but they were more like orientation and introduction into new environment.

9. What is your knowledge to organise EVS trainings now? (1 – no knowledge, 6 – detailed knowledge)

No knowledge				Detailed knowledge	
1.	2.	3.	4. – 3 pax	5. - 7	6. – 5 pax

Comments:

- A lot of new information: time frame, how to behave as a good trainer, how to make the volunteers to be active and to work as a team.
- Very detailed about on-arrival training, a little less clear about mid-term and pre-departure, but the main aims and training aspects of them (pre-departure and mid-term) are clear.
- Not a "book knowledge" but others experience.
- Now I have more skills and attitude has changed in some moments.
- Now I'm aware of minimum standards and concrete methods at EVS trainings.

10. Please list your skills that you developed during this Training.

- Working in group together with unknown people.
- Self - reflection.
- Self – confidence.
- Giving feedback.
- How to do a good, constructive feedback.
- Receiving feedback with not a defensive approach.
- Providing sessions concerning EVS.
- How to plan / design a training.
- Planning framework of the training and sessions.
- Tools to organise different sessions.
- Developing programme of on-arrival.
- Knowledge about finance skills for budget.
- New methods for doing some sessions.
- Variety of methods.
- Working in team – including all team members into working process.
- Work in trainers' group (with very different people).
- Communication in a team.
- Stress management.
- Creativity with limit in the time.
- Be more relaxed.
- Control emotions.
- Tolerance.
- To listen to others.
- To share.
- Trainer role.
- Trainer skills.
- Safety of participants.
- Running debrief and brainstorm.
- Interviewing people.

11. How do you assess your skills and abilities in organising (give notes from 1 – “don't know how to do it” till 10 – “I'm totally comfortable with this training”, please comment your development as well):

Pre – departure training

1. I understand aims and learning objectives, methods. But I'm not sure because I've never did it before. (6).
2. I had some experience, I've got a lot of new information but need to practice it, to use in reality to see how it works if I manage to do it by myself. (7).
3. I feel comfortable and enough knowledge. (8)
4. (5)
5. (10)
6. Still difficult to organise it when we do not have enough volunteers and money for it. (7)
7. I'm quite comfortable with it. (8)
8. We didn't talk about it much, but since it a lot like on – arrival in a way! Think I can manage it but need much more preparation. (6)
9. Aims and programme elements need to be practise. (7)
10. (9)
11. (9)
12. (6)
13. I already did it but there is always space for improvement. (9)
14. (5)
15. It was nice to hear how people organized such trainings for one volunteer. (5)

Average: 7,1

Mid – Term Training

1. I get an idea, clearly understand aims and learning objectives (results). (8)
2. Had some practice; new skills; I need to do it by myself. (8).
3. (8)
4. (5)
5. (10)
6. (10)
7. Have to work on. (6)
8. During the training it became quite clear to me. I think I can do it. (6)
9. Aims and programme elements are clear and need to be practise. (7)
10. (9)
11. (9)
12. (7)
13. (8)
14. (4)
15. Unfortunately I missed the most interesting reflection on Mid – Term Training at the Open Space.(5)

Average: 7,3

On – Arrival Training

1. Just because need a time for self-reflection (8).
2. (7)
3. Probably it would only be a problem to organise it for one volunteer (8).
4. After this training I'm sure I can plan and organise on – arrival training together with other trainer from my country (9)
5. (10)
6. Need more information about YouthPass. (10)
7. I am totally comfortable. (9)
8. I will need some "real – life" volunteers to work with on training to get my confidence level in level with my skills and knowledge. (8)
9. Lots of discussions and practise but I still need to try to do it by myself. (8)
10. (9)
11. I'll include more elements about EVS philosophy, other points I found I do quite well (8)
12. At this moment I think I have enough skills and abilities but the real TC will show. (8)
13. (5)
14. (8)
15. At course we worked mainly on this training. We work out a framework and session, discussed much, shared experience. That's why I feel I have good development in this training. I even better feel which topics I should cover during the training. (6)

Average: 8

Evaluation Meeting

1. (2)
2. No practice. (6)
3. I do have some skills but needs to be improved. (6)
4. (4)
5. (10)
6. Need more information and practice / examples about follow up.(6)
7. (8)
8. We almost talked nothing about it and only from the guideline. (3)
9. Aims are clear but I don't know if it will ever be possible to have it with more than 1 or 2 people. (7)
10. (8)
11. (9)
12. (6)
13. We didn't talk to much about it. (7)
14. (1)

Average: 6

12. Which attitudes you had reflected upon mostly during this Training?

- How to cooperate with other trainers
- Lifelong learning
- Professional (trainers) ethic
- Self-development – self-confidence
- Sometimes not enough space to learn
- Role of trainers
- My place in the team of trainers
- Attitude toward learning process
- Attitude toward me as trainer
- Attitude toward the participants of training when I am trainer
- What a trainer should be or should be not?
- How to choose between roles of trainer and why?
- Is it better to be an average or not a trainer?
- To work hard and try to be a "very good one"
- Role of the EVS trainer in the life of volunteer,
- Do I really need to be an EVS trainer?
- Will I be a support for learning of volunteers?
- Sensitivity.
- Synergy with participants.
- Self confidence.
- How to be concentrated on participants' needs.
- How to take into consideration participants' comments.
- How to be flexible.

13. Do you perceive yourself as a self-reflective trainer?

Nine of fifteen perceive themselves as a self-reflective trainer.

Comments:

- I think yes, but it always take time like one week after event
- I do. Sometime may be even too much. But I see it as another source of learning.
- After this ToT I hope yes.
- I hope I am. At least I'm trying to be like that.
- Yes. I try to reflect on my behaviour and attitudes at the trainings. But sometimes it's difficult to apply all my ideas and what I think to real training situation.

14. To what extend did the training help you to be more self-reflective?

- ✓ I've already was self-reflective but first 3 days of training gave me a big opportunity to reflect on myself about attitudes, skills.
- ✓ Training helped me to understand the main gaps.
- ✓ During a training I was reflecting all the time so it helped.
- ✓ In some situations now I look more easily and do not worry or analyse too much.

- ✓ I was such before as well but this TC helped me to understand that it's not my disadvantage, but in good proportion even a huge plus.
- ✓ TC helped a lot, especially knowing that you will receive feedback from other participants and team members made me think about my strong and weak points.
- ✓ Self-reflection sessions were very useful. In our everyday life I often have no time to think over such question like "why I want or don't want to be a trainer", etc.

15. How do you find work of the TEAM of the TC. Did you receive appropriate support from the TEAM during this TC?

- ✓ Work was very good, on high and professional level. Next time to improve a little contact with participants before the training (provide more info about other participants, etc.).
- ✓ The team is very good, professional, friendly and give very good support.
- ✓ 100% excellent.
- ✓ Yes, Team of trainers was very friendly, kind, well prepared, supportive.
- ✓ Team was great!
- ✓ I liked the TEAM very much, I received support when it was needed. I think it was very good TEAM according to the participants needs, place and theme of TC.
- ✓ Yes, especially the individual feedbacks. I need it in this place of my career and life.
- ✓ I think I got very strong support in terms of resources and things to reflect about
- ✓ That was perfect team.
- ✓ It was very professional.
- ✓ Totally received support and like the team. It was real team.
- ✓ Excellent.
- ✓ It was nice and supportive. Thank you for the trip to Yalta and support. For individual feedback and for organising reflection groups every evening.

EVS trainings cycle in Eastern Europe and Caucasus

The support from SALTO EECA Resource Centre

SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE



INDEX:

1. Communication flow
2. Important actors
3. Finances
4. Examples of:
 - participants list;
 - budget positions;
 - important report elements.

Communication flow

What	When
Applicant organisation sends the EVS project application to National Agency	Youth in Action Programme deadline
SALTO EECA receives from National Agency the information about accepted EVS projects	2 months after the deadline
Information about accepted projects with EECA partners (hosting and sending), with all possible contacts, is sent by SALTO EECA to EVS Trainings Coordinator in a country	3 months after the deadline / project probably starts
EVS Trainings Coordinator contacts with a Trainer (as it was agreed by the team beforehand) and passes him/her the data about the projects / volunteers that should take part in the training (e-mail copy to SALTO EECA)	4 months after the deadline / probably the preparations finish

<p>Trainer contacts the Involved Organisations and proposes them an EVS Training (e-mail copy to SALTO EECA) The proposal shall include the basic information about the training:</p> <ul style="list-style-type: none"> - when, where; - what (short description of aim, objectives, methods, timetable of the training etc.); - for whom (list of invited volunteers and their host/sending organisations); - for how much (the preliminary budget of the training and payment proposals); 	
<p>Trainer receive feedback from the Involved Organisations</p> <p>(If the answer for invitation is negative Trainer passes this information together with other e-mail correspondence to SALTO EECA, which then together with applicant NA asks the Involved Organisations for the report from the trainings. If those are of bad quality, SALTO/NA tries to clarify the situation. If they are good SALTO tries to involve the organisations into cooperation with the team of trainers)</p>	<p>4 months after the deadline / probably the preparations finish</p>
<p>Trainer inform the Involved organisations about the final participants list and budget (e-mail copy to SALTO EECA)</p>	
<p>Training happens</p>	<p>Luckily before 8th week of EVS activities</p>
<p>Trainer sends a final report (content and financial related) of the EVS Training to all Involved Organisations and SALTO EECA RC</p>	<p>Up to 2 months after the training</p>

* Twice a year SALTO EECA informs all NAs and those Involved Organisations, which are already in the databases about the EVS Training system, support available (Trainers group, materials, and necessity to include at least 300 euro per volunteer, per each training in the project budget.

Important actors

SALTO EECA RC – your favourite Resource Centre. It's role in EVS Trainings system is first to collect the information about accepted EVS projects from National Agencies, then to clarify, systemize them and send to the EVS Trainings Coordinator in a form of 2 databases: for hosting and sending projects.

SALTO EECA role is to promote the Team of Trainers among National Agencies and applicant Organisations from Programme Countries, therefore taking care about the RECOGNITION and VISIBILITY of the Trainers and EVS Trainings system. SALTO EECA role is also to promote the quality of the EVS

Trainers work (using Reports from the trainings, organising meetings of the Team etc.), therefore helping in VALORISATION of the EVS Training system.

National Agency (NA) – the body that manage the Programme on national level of each Programme country. 5-8 weeks after each deadline they organise a national evaluation or selection panel and decide which projects are selected for granting. Afterwards officers of National Agency gives the information on accepted EVS projects through so called IAC (Inter-Agency Consultation), which is a kind of internet forum for NAs and SALTOs. Quality of this information differs very much and sometimes needs clarifications (especially about the contact details). SALTO EECA create a database of hosting and sending EVS projects with EECA partners based on the IAC. Most of National Agencies are interested in supporting the Team of EVS Trainers in EECA through promoting the Team or inviting its members for assisting during the EVS Trainings in Programme Countries.

EVS Trainings Coordinator – one of the Trainers can play a role of coordinator. The role of Coordinator is to agree among the Team, who do which training and to distribute the database sent by SALTO EECA according to the trainings needs (volunteers and projects shall be clearly marked, that the Trainer knows whom to contact). Naturally, the role of coordinator can be rotating, to distribute this work equally. If the National Team doesn't feel comfortable, SALTO EECA can also do this task

Trainer – person, with a good knowledge of Youth in Action Programme (especially Action 2: EVS), with trainers' competencies as well as experience in organising and leading trainings in non-formal education. Trainer is responsible for organising the EVS training (communication with the Involved Organisations, logistics, content and financial reporting etc.) and providing it.

Involved Organisations – those are organisations involved in each EVS project: applicant (coordinator), sending and hosting. Involved Organisations manage the EVS project, therefore are responsible for the finances and trainings within it. It is very important for all – SALTO EECA, Trainings' Coordinator and Trainers to be totally transparent towards the Involved Organisations, that is why the efficient and well-manned communication as well as final report is so crucial.

Finances

The **general, average** fee for EVS trainer work in EECA region is 120 euro per day.

Naturally, the amount can decrease if the number of volunteers for training is small and therefore there is not sufficient funds in their projects to cover all the training costs. In a long trainings this amount can be smaller as there is many work-days (nevertheless the universal EVS training is 3-4 work-days, which makes 360-480 euro for the trainer work). Also if the group is bigger you can consider having a co-trainer from the Team or agreed with the EVS Trainings Coordinator, and there should be enough funds to finance two trainers.

There are several possibilities for EVS training payments. Anyway, it is crucial that the payments and invoicing is agreed with the Involved Organisations.

- Bank transfer for the Trainer or his/her organisation before the training, on the basis of official agreement, which is a confirmation for the applicant organisation to the overall EVS project financial report;
- Bank transfer for the Trainer or his/her organisation after the training also on the basis of official agreement and "request of payment" , which are confirmations for the applicant organisation to the overall EVS project financial report;
- Each volunteer/organisation pays for him/herself and receive the financial confirmations for expenditures;
- And any other way, which is in line with the law of both – applicant organisation and Trainer national financial regulations, and secures the **TRANSPARENCY** of a training's expenditures...

Participants list of EVS Training in EECA (necessary elements)

Name, Surname	Hosting organisation, Country	Sending organisation, Country	Applicant organisation (coordinator), Country	Way of Payment
...

EVS Training Budget (example)

Expenses	Calculation	Euro
Accommodation	7 participants x 15 euro x 3 days	300
Food	7 participants x 3 days x 12 euro	252
Training materials	7 participants x 15 euro	105
Cultural program	7 participants x 12 euro	84
Local transport	7 participants x 10 euro	70
Trainers fee	3 days x 120 euro	360
Phone, internet, post		30
	Total:	1201 euro

1201 euro : 6 volunteers = 200 euro / participant

Report (necessary elements)

- Background (when, where, what, who, why...)
- List of participants (with contact details) and name of hosting/sending organisation
- Information on organiser and the team
- Aims and objectives of the training
- Timetable of training
- **Session-by-session description with comments on process and outcomes**
- Evaluation outcomes

* Don't forget to add some photos and make it attractive!!!

**Youth in Action Programme,
Action 2 – European Voluntary Service**

**EVS Volunteer Training Guidelines and
Minimum Quality Standards**

modified excerpt

The aim of volunteer training within the Action 2 of the Youth in Action Programme is to provide the young volunteers with continuous guidance and support throughout the long-term

perspective of a voluntary service period. Training of volunteers contributes to the education process and the personal development of the individual young person. The volunteer training concept also serves as a mean of conflict resolution, risk prevention and evaluation instrument.

One-to-one projects with Partner Countries

Project promoters with partner organisations from Eastern Europe and Caucasus set of training provisions. In Eastern Europe and Caucasus the conditions are however different: the number of volunteers is smaller and so is the range of active organisations. There are no National Agencies who would be organising the training events. SALTO Resource Centres become increasingly involved in volunteer training.

Project administration and management remains in the responsibility of the applicant only (Programme country). Volunteers coming from Eastern Europe and Caucasus to a Programme country, for example from Russia to Denmark, are however expected to join the training offered by the Danish National Agency. This is possible only for training taking place in the host country. Pre-departure training and final evaluation at the sending side are to be organised on individual basis and in collaboration with the Sending Organisation and local project partners.

Volunteers doing a service in Eastern Europe and Caucasus can rely on National Agency support only for pre-departure training sessions. On-arrival training and mid-term evaluation are to be organised on individual basis and in collaboration with the Sending Organisation and local project partners. They are expected to follow the features once developed for training of volunteers in Programme countries.

On-arrival training

Most wanted thematic areas:

- Information on EVS: philosophy, procedures, actors, project life-cycle, EVS in the hosting country
- Rights & Responsibilities / the role of each partner in the project: volunteer, sending organisation, host organisation and mentor
- Intercultural learning & communication
- Presentation of the host country: culture, political structure, institutions, administrative procedures
- Personal motivation, expectations and fears
- Basic elements of language learning
- The concept of volunteering, to be a European volunteer
- Crisis management and risk prevention

Some training events include further topics:

- Information on the Youth in Action Programme and the European Union
- Defining personal aims within the EVS project, skills development
- Insurance issues and emergency cases
- Presentation of the host organisation and hosting project
- Follow-up opportunities

Recommendations

The following recommendations for the further improvement of on-arrival training were gathered:

- Include field visits and outside activities. They are much appreciated.
- Give the opportunity to the volunteers to meet local young people.
- Invite external experts (e.g. from the local community)
- Local environment and community should be used as a resource.
- The discovery of the local environment should help linguistic practices.
- Foresee an individual session with each volunteer to speak about more individual questions or the personal project.
- The volunteer should learn to learn. Provide tools and encourage continuing the learning process.
- Pre-departure and on-arrival training could be given at the same time. There is a benefit in exchange of experience among volunteers coming and going.
- The training should take place soon after arrival, even if this is difficult in countries with only few volunteers.

Objectives of the On-arrival training

The main objective of the on-arrival training is to introduce the volunteers to host country and project environment, giving them the ability to cope with the situation around the service placement. On-arrival training supports the volunteers in adapting to cultural and personal challenges. The training allows volunteers to get to know each other, to build a network, to meet up and stay in touch. At the same time, it equips the volunteers with skills for good communication, be it in aspects of intercultural learning or actual language. An introductory language course helps the volunteers to communicate and to integrate faster in the hosting community. The training helps the volunteers to become aware of the cultural differences and the different models of behaviour. The training is also a time for the volunteers to plan the coming months and to set their own personal goals towards the voluntary service project.

Source:

http://eacea.ec.europa.eu/youth/library/documents/evs/VolTrain_guide_en.pdf

PRACTICAL 'LABORATORY' PHASE

DESIGN YOUR OWN TRAINING SESSION!

The task of this session is, as a group (of 3-5 people), to plan and deliver a training session for the rest of the group. Here are some guidelines:

1. You should plan a training session that, as much as possible, would be relevant and suitable for an EVS training to be held in your own country and context.
2. The training session should be 45 minutes long.
3. Every group member should be involved in some way in delivering the training session.
4. You should think carefully and note the following: aim, learning outputs, needs of participants, timing, venue, methods, handouts, material, methods to be used (try to use as wide a variety of methods as possible).
5. You should carefully plan the session, thinking carefully about the roles of the different people who will deliver the training.
6. You should practise delivery so you are clear how it will work.
7. You should complete the session outline that you have been given, as requested by your trainers.

After delivering the session, there will be a half an hour feedback session where you will be able to share with the rest of the group, how you think the session went, and you will get feedback from the group members who participated in the training, and from the trainers.

ENERGISERS BY PAX

Your Name	Ekaterina Sherer and anna Yeghoyan
Energiser Name	"Butler factory" or "Push the button"
Number of participants	Any
Time needed	Maximum 5 minutes
Materials needed	None
Description	<p>Ask participants to stand in a circle and repeat the text, following the instruction in it. And adding next to the previous (doing at the same time).</p> <p>The text: "Hi! My name is Joe, and I'm working at the button factory. I have a wife, two kids, both boys – oh yeah! And I work all the day pushing buttons. One day my boss had come and said: " Are you busy Joe?" A said "No more". "So push the button with your <u>left hand</u>..."</p> <p>And then say the same text adding each time a new task (<u>right hand, left foot, right foot, head</u>).</p>

Your Name	Maryna Korzh
Energiser Name	Hi – hi / Ha – ha
Number of participants	5 -50
Time needed	3 minutes
Materials needed	None
Description	<p>Participants stand in the circle holding their hands with the neighbours on the left and on the right side. Trainer gives instructions that now participants will have to laugh. All participants have to raise their hands up (holding hands with neighbours) and say loud together 5 times "ha".</p> <p>Then participants put hands down (to the level of knees) and say loud all together 5 times "hi".</p> <p>Then the number of "ha's" and "hi's" decreases. Next round participants say "ha" 4 times with raising up hands, 4 times "hi" with putting hands down, then 3 times "ha", 3 times "hi", 2 times and 1 time.</p> <p>It should go very fast because then it is more energetic and funny.</p>

Participants and Team list

Nr	Country	First name	Family name	Organisation	E-mail	Org. Website
Armenia						
1	Armenia	Taguhi	Chalumyan	Federation of Youth Clubs of Armenia (FYCA)	chalumyan_t@mail.ru	www.youthclubs.am
2	Armenia	Haykuhi	Margaryan	World Independent Youth Union NGO	haykubel@yahoo.com	www.wiyu.org
3	Armenia	Anna	Yeghoyan	Youth For Peace and Development	ayeghoyan@yahoo.com	
Azerbaijan						
4	Azerbaijan	Emin	Amrullayev	AEGEE: European Students' Forum-Baki	amrullayev@yahoo.com	www.aegee-baki.org
5	Azerbaijan	Asif	Ismayilov	Association of Young Azerbaijani Friends of Europe-AYAFE	asif_ismayilov@yahoo.com	www.ayafe.org
Belarus						
6	Belarus	Maryna	Korzsh	Youth Education Centre "Fialta"	marisha.fialta@gmail.com	
7	Belarus	Yaroslav	Oleinik	League Of Youth Voluntary Service	sl41074@yahoo.com	www.lyvs.bn.by
8	Belarus	Pavel	Kovshel	Belarusian Youth Public Union "New Faces"	lm@tut.by	www.newfaces-belarus.org
Georgia						
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10	Georgia	Rusudan	Kalichava	Association ATINATI	rusudan@atinati.org	www.atinati
11	Georgia	Giorgi	Kakulia	Academy for Peace and Development	giorgi.kakulia@gmail.com	www.apd.ge
Moldova						
12	Moldova	Natalia	Alexandrov	ADVIT "Europe without Borders"	advit_ewb@yahoo.com	

Russia						
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14	Russia	Natalia	Podkovyrova	Baikal Environmental Wave	nata-wave@yandex.ru	www.baikalwave.eu.org
15	Russia	Ekaterina	Sherer	Association of Young Leaders	sherer.ekaterina@gmail.com	www.ayl.ru
Ukraine						
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